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| Grade:2nd  Unit 4: The Long Journey to Freedom  Overview:  Building on unit three’s “building bridges” focus, students recognize the long and multi-faceted effort to break down barriers to racial equality in the United States. By reading the true stories of Henry “Box” Brown, Rosa Parks, Ruby Bridges, the Greensboro Four, and others, students see the links between historical events. Each student writes a narrative “from a box,” (i.e., in the style of *Henry’s Freedom Box*). They also write an opinion piece that is published digitally in a class presentation and possibly online.  Student Objectives:  Read informational books about the African-American journey to freedom.  Write a narrative as if he or she is Henry in *Henry’s Freedom Box.*  Select the correct verb form, particularly of irregular verbs, to show past tense in narrative writing.  Note links between historical events, including parallel connections and sequential connections.  Analyze narrative poetry to understand its elements, meaning, and the use of formal and informal English.  Compare two texts (a biography and an autobiography) on the life of Ruby Bridges.  Write an opinion piece, citing evidence for the opinion.  Express an opinion by creating and displaying a Power Point slide  Record the opinion piece being read aloud to use for a class presentation or on-line web page. | COMMON CORE STANDARDS:  **RL.2.6:**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  **RI.2.3:**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  **RI.2.9:**Compare and contrast the most important points presented by two texts on the same topic.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **W.2.6:**With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  **Phonics/Word Work**  Week 1&2 – oil, oy and ound, out, ow  Week 3&4 – contractions, kn, wr,  Week 5&6 - dge, tch consonant familes and adjectivs with er, est  **Grammar**  Week 1&2 - Irregular Verbs: see, give, come, run, go  Week 3&4 – Personal Pronouns (Singular and Plural) and Subject and Object Pronouns  Week 5&6 – Review Pronouns/Possessive Pronouns  **Comprehension Strategies**  Week 1&2- Create Images: Use Visuals, Review Making Connections  Week 3&4 – Ask Questions: Author’s Purpose and Review Creating Images (use visuals)  Week 5&6 – Determine Importance: Supporting Details, Review Asking Questions: Author’s Purpose | | | |
| Read Aloud | Shared Reading | Guided Reading | Interactive Writing/  Writing Mini Lessons | Independent Writing/  Reading |
| Stories Freedom on the Menu: The Greensboro Sit-Ins (1960) (Carole Boston Weatherford and Jerome Lagarrigue) Poems “Words Like Freedom” (Langston Hughes) (EA)  **Stories (Read Aloud)**  *Dear Mr. Rosenwald*(1920) (Carole Boston Weatherford)  *Finding Lincoln*(1951) (Ann Malaspina and Colin Bootman)  *The Other Side*(1950s) (Jacqueline Woodson and E.B. Lewis)  *A Sweet Smell of Roses* (1963) (Angela Johnson and Eric Velasquez)  *Freedom Summer*(1964) (Deborah Wiles and Jerome Lagarrigue)  **Poems (Read Aloud)**  “Rosa” (Rita Dove)  “Merry-Go-Round” (Langston Hughes) (EA)  “Harriet Tubman” (Eloise Greenfield)  “Lincoln” (Nancy Byrd Turner)  **Informational Text**  *Henry’s Freedom Box: A True Story from the Underground Railroad*(1849) (Ellen Levine and Kadir Nelson)  *Rosa Parks* (Rookie Biographies) (1955) (Wil Mara)  *Ruby Bridges Goes to School: My True Story*(1960) (Ruby Bridges)  *Martin Luther King and the March on Washington*(1963) (Frances E. Ruffin and Stephen Marchesi) (E)  *Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.*(1963)(Doreen Rappaport and Bryan Collier  **Informational Text (Read Aloud)**  *Moses: When Harriet Tubman Led Her People to Freedom*(c.1820-1913) (Carole Boston Weatherford and Kadir Nelson)  *Lincoln: A Photobiography*(Russell Freedman) (E)  *A Picture Book of Jesse Owen* (1935) (David A. Adler and Robert Casilla)  *The Story of Ruby Bridges* (1960) (Robert Coles and George Ford) (E)  *Sit-In: How Four Friends Stood Up by Sitting Down*(1960) (Andrea D. and Brian Pinkney)  *Birmingham, 1963* (1963) (Carole Boston Weatherford) | \*Rigby Charts  \*Various read aloud poems/books/pair/share  Turn/talk | \*Leveled Library/Rigby  **Terminology**  action  autobiography  biography  conclusion  feelings  linking words  narrative  opinion piece  reasons  record  scan  thoughts time order words  spelling patterns | -Main Idea and Details  -Writing Process/  Review the full process  -Problem/  Solution  Organization | -Graphic Organizer Webs  -Various writing mini lessons  -Various shared writing based on reading/discussion  -Create various poetry using rhyme/alliteration/rhythm Phonics |
| Art/Technology/Music | Assessment/  Rubrics | Science/Social Studies Related to Utah State Standards | Literacy Centers/Independent Work | |
| **Art**  Norman Rockwell, [*The Problem We All Live With*](http://hubpages.com/hub/The-Problem-We-All-Live-With---Norman-Rockwell-the-truth-about-his-famous-painting) (1963)  [Photographs of Ruby Bridges](http://hubpages.com/hub/The-Problem-We-All-Live-With---Norman-Rockwell-the-truth-about-his-famous-painting) (1963) ****Film****  * + - Disney, “[Disney’s Ruby Bridges](http://www.imdb.com/title/tt0138068/)” (1998)   Interdisciplinary Connections This unit teaches:  * + - **Art**: Photography, Norman Rockwell     - **Geography**: Southern states and Canada     - **History**: Slavery (e.g., Lincoln and Tubman), Civil Rights Movement (e.g. Ruby Bridges and Martin Luther King, Jr.)  This unit could be extended to teach: **History:** Civil War (e.g., slavery, states’ rights), Civil Rights (e.g., Susan B. Anthony)  Additional Resources  (Go to Common Core Unit Maps for links)  [Inside and Outside: Paradox of the Box](http://www.learnnc.org/lp/pages/4233) (LearnNC) (RL.2.3) Note: This lesson includes *Henry’s Freedom Box*, highlighting the idea of symbol and introducing paradox .  [Ellen Levine Reads Henry Freedom's Box](http://www.2.scholastic.com/browse/video.jsp?pID=1640183585&bcpid=1640183585&bclid=6814353001&bctid=5705791001) (Scholastic, Author Interviews) (RL.2.6) Note: In this video, the author reads the story and gives an interview.  [A Class of One](http://www.pbs.org/newshour/bb/race_relations/jan-june97/bridges_2-18.html) (PBS, an interview with Ruby Bridges Hall, 1997) (SL.2.2)  [Martin Luther King Jr.'s "I Have a Dream" Speech](http://www.americanrhetoric.com/speeches/mlkihaveadream.htm) (American Rhetoric: Top 100 Speeches) (SL.2.3) | -Various writing samples  -Classroom discussion  -Observation  -Center work  -Unit 2 Test  -Biography Report | **Science:**  **Standard 2. Earth and Space Science**  **Objective 1.** Describe the characteristics of different rocks.  **Indicator 1.** Explain how smaller rocks come from the breakage and weathering of larger rocks.  **Indicator 2.** Describe rocks in terms of their parts (e.g. crystals, grains, cement).  **Indicator 3.** Sort rocks based upon color, hardness, texture, layering, particle size and type (i.e., igneous, metamorphic, sedimentary).  **Science language students should be able to use correctly:** characteristics, weathering, texture, layering, particle, data, conclusions, properties. | -Computer Center  -Spelling/Word Work/Language Arts Skill Practice  -Writing  -Listening Center  -Guided Reading Center  -Read to self/read to partner | |

Social Studies: Science:

Unit 1: Geography Unit 1: Earth Science Standard 2 Objective 2&3 (night sky/seasonal weather)

Unit 2: Culture Unit 2: Physical Science Standard 3 Objective 1(Observe falling objects-gravity)

Unit 3: Citizenship Unit 3: Life Science Standard 4 Objectives 1&2 (adaptations and needs of living things)

Unit 5: Financial Literacy Unit 4: Earth Science Standard 2 Objective 1 Rocks

Unit 5: Physical Science Standard 3 Objective 2(Compare and contrast physical changes)